

NEW JERSEY SUPERVISORS OF WORLD LANGUAGES

NOVICE HIGH SCHOOL CURRICULUM PROJECT

Introduction

The *Novice High School Curriculum Project* was conceptualized and designed by New Jersey supervisors of world languages to assist districts in developing curriculum to enable *all* students to meet the revised standards. With the adoption of the 2002 standards, there is a pressing need to modify existing curricula and instructional practices in high school classrooms. The *Novice High School Curriculum Project* is a work in progress and will be modified as teachers and supervisors implement the curriculum themes and topics. Within the framework and templates provided, teachers will be able to adapt existing curriculum and create additional materials to carry forth the intent of the standards. The thinking behind and format of this document are founded on some of the latest research on the teaching and learning process. Above all, this guide focuses on having *all* students successfully meet the standards.

The *Novice High School Curriculum Project* reflects the commitment of New Jersey supervisors of world languages to meet the goals of the national and state standards. In an honest self-assessment, supervisors expressed concern that the traditional curriculum used in many language courses would not meet New Jersey's content standards. They concurred that the standards-driven approach to second language teaching and learning requires a student-centered, success-oriented, interactive program that utilizes both the latest instructional and assessment strategies. Historically, second language programs have targeted only college-bound students. The New Jersey Core Curriculum Content Standards address *all* learners in New Jersey public high schools, including vocational, non-college-bound and learning-disabled students. This project addresses the needed curricular changes and is designed to prepare students to function linguistically and culturally as novice speakers of a language other than English. The *Novice* proficiency level is defined in the 1998 *Performance Guidelines for K-12 Learners* established by the American Council on the Teaching of Foreign Languages (ACTFL) found in the appendix of this document.

For whom is the *Novice High School Curriculum* designed?

This curriculum is designed for *all* students. However, since districts have different student populations and program configurations, the following guidelines should help guidance place students appropriately in a course that follows this curriculum. The ***Novice High School Curriculum*** is most appropriate for the following:

- Students who have not studied the target language prior to 9th grade;
- Students who have studied a different language in middle school and wish to pursue the study of another world language;
- Transfer students; and
- Students who have never studied a language other than English.

How is the *Novice High School Curriculum* different from existing curricula?

Traditionally, courses of study have used a linear “cover the chapter” and “teach, test, and hope for the best” approach. The ***Novice High School Curriculum*** focuses on student understanding and what students can do with language. Using the *Backwards Design* model (Wiggins & McTighe, 1998), this curriculum first identifies the expected student performance assessments. These assessments reflect meaningful, purposeful tasks that are tied to real-life language use. Students know from the outset the requirements for authentic performances and what they must do to demonstrate understanding. By their very design, performance-based assessment tasks might involve multiple skills and a variety of subtasks. Since they are more comprehensive both in design and execution, they require more global forms of scoring (i.e., the use of rubrics) to measure student performance. Teachers utilizing this curriculum are, therefore, strongly encouraged to further their understanding of the creation of performance-based tasks and the use of rubrics by consulting Chapter Six and Appendix B of the *New Jersey World Languages Curriculum Framework* (1999). Currently, numerous professional development opportunities are being offered throughout the state on the use of performance-based/authentic assessment in the world languages classroom (www.state.nj.us/njded/worldlanguages) to emphasize that assessment practices in world languages programs must change in order to meet the standards. While traditional pencil-and-paper testing reduces a student’s classroom life to a collection of scores or grades, performance-based testing allows for students to see an immediate connection between that which they have been practicing in class and tasks that they may be asked to

perform in a real world where the target language is used exclusively for communication. This accounts for increased motivation in students, who often fail to see connections between traditional “classroom” language and the real world (Duncan, 2000).

Additionally, this curriculum focuses on three themes and related topics that use essential questions as the organizing principles of the lessons. These questions are applicable through time and across cultures. They are designed to cut to the heart of the discipline, reoccur throughout the unit and broaden student understanding of concepts (Jacobs, 1989).

The *Novice High School Curriculum* challenges students to use language in meaningful contexts every day in order to broaden their understanding about themselves and their world. Rather than focusing on the mastery of grammar and vocabulary as the primary objectives of a second language course, the *Novice High School Curriculum* will allow students to communicate about relevant and developmentally appropriate topics that are intrinsically interesting, cognitively engaging and culturally connected. For example, they will show understanding of and communicate about adolescent and social concerns, such as curfews and personal freedom, wellness and environmental issues, and the effects of the media and propaganda. The emphasis on the interrelationship between language and culture, as well as cultural comparisons of products, practices, and perspectives, remains a strong recurring thread throughout this curriculum. Higher order thinking skills, collaborative skills, and problem-solving skills are enhanced as students interpret, use and create meaning with language through a curriculum that fosters in-depth learning.

What are the expectations for students after completing a sequential, ten-credit study of a world language?

After completing a sequential, ten-credit study of a world language in high school, students should demonstrate a *Novice-High* level of proficiency as defined by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines For K-12 Learners*. In other words, students in such programs should be able to achieve most of the expected performances in the Novice Learner Range (See p.18). The performance guidelines represent

what the student should be able to do with a language after a period of language study. Note that the benchmark labeled Novice Range refers to students enrolled in K-Grade 4 or Grade 5-8 programs, or Grade 9-10 programs, since Novice performance descriptors reflect the language use of students beginning the study of a language for the first time, whether at the elementary, middle, or high school levels.

Following the organizing principle of the *Standards for Foreign Language Learning* (1996), the *ACTFL Performance Guidelines for K-12 Learners* are organized to describe language use as it is characterized by the following modes of communication: interpersonal, interpretive and presentational. Developers of the standards viewed the use of language “modes” as a richer and more natural way of envisioning communication than the traditional four skills of listening, speaking, reading and writing.

The **Interpersonal Mode** is characterized by active negotiation of meaning among individuals. The Interpersonal Mode is most obvious in conversation, but it can also be realized through reading and writing, such as the exchange of personal letters or of e-mail messages.

The **Interpretive Mode** is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpreting the cultural meaning of texts, oral or written, must be distinguished from the notion of reading and listening comprehension, where the term could refer to understanding a text with an American mindset.

The **Presentational Mode** refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches.

To provide the user of these guidelines with as much detail and assistance as possible, the language performance descriptors are grouped into the following domains within each of the three modes:

- **Comprehensibility** (How well is the student understood?)
- **Comprehension** (How well does the student understand?)
- **Language Control** (How accurate is the student's language?)
- **Vocabulary** (How extensive and applicable is the student's vocabulary?)
- **Cultural Awareness** (How is the student's cultural knowledge reflected in language use?)
- **Communication Strategies** (How does the student maintain communication?)

This information from the *ACTFL Performance Guidelines for K-12 Learners* (1998) has been taken with permission from the American Council on the Teaching of Foreign Languages. The complete ACTFL Performance Guidelines for K-12 Learners reflecting the Novice Learner Range, Intermediate Learner Range, and the Pre-Advanced and Advanced Learner Ranges can be obtained through the American Council on the Teaching of Foreign Languages. The web site is www.actfl.org.

How can I use this curriculum?

The *Novice High School Curriculum* may be adapted for use in current world languages high school programs. The first page of the guide, "Curriculum Overview", outlines three major themes: *Self and Others*, *Education and Career Exploration*, and *Our World: Local and Global*.. Many of these themes and related topics are recognizable and are addressed in varying degrees and ways in high school courses. However, as used in this curricular design, themes and topics must relate to the students' immediate world and our ever-changing society. They are selected to provide a practical and functional framework for student learning (Kraschen & Terrell, 1983).

The Novice High School Curriculum includes five sections as follows: the Curriculum Overview, Thematic Planning Webs, the Backwards Design Planning Frameworks, Unit Planning Inventories and an Appendix.

Curriculum Overview: The overview describes the three major themes and the related topics for each theme.

Thematic Planning Webs: These visual organizers should assist in making connections between present curriculum and the **Novice High School Curriculum**. The curriculum includes a thematic planning web for each of the three themes.

Backwards Design Planning Frameworks: The *Backwards Design* to curriculum development requires the teacher to start with the end result in mind. Teachers must first answer the following questions: **What will the students understand? What will they be able to do as a result of this unit? How will learning be assessed?** Student outcomes are clearly identified, as well as authentic assessment tasks. Because this is a standards-based document, student outcomes are based upon the Novice Learner Range of the *ACTFL Performance Guidelines for K-12 Learners* and are also aligned with the New Jersey Core Curriculum Content Standards (1996). The backwards design planning framework also includes essential questions. As previously stated, these questions serve as the organizing principles to further probe for student understanding of major concepts and ideas and should be revisited throughout the unit. Through various instructional activities and assessments, students will develop a rich understanding of the essential learnings for each unit. The curriculum includes a backwards design planning framework for each of the three themes.

Unit Plan Inventory: The unit plan inventory provides a template for teacher planning that focuses on identification of language functions, instructional activities/assessments, culture, content connections, vocabulary, grammatical structures, and teacher resources. There is one example of a completed unit plan inventory for the topic “Recreational Activities” in the theme “Our World: Local and Global” provided on page 15 of this curriculum. In addition, a blank template is provided for teacher replication. It is anticipated that by using the template, teachers

will begin to design unit plan inventories for topics within the three themes using the information provided in this document.

Appendix: The appendix contains the Novice Learner Range Performance Descriptors from the *ACTFL Performance Guidelines for K-12 Learners*, and a description of both the *Framework for Curriculum Development* and the *Process of Curriculum Development* that further explains the components of the unit plan inventory. Also included are the following:

- A list of communicative functions, notions, topics, and contexts;
- Elements of surface culture/deep culture;
- Instructional strategies that support comprehensible language input and output; and
- A visual representation of anticipated performance outcomes as described in the *ACTFL Performance Guidelines for K-12 Learners*.

New Jersey Supervisors of World languages

High School Novice Curriculum Project

CURRICULUM OVERVIEW

“ We need to see language through the students’ eyes and interests.”

**Beth Klemens, New Jersey District Supervisor
Southern Regional High School District**

THEMES:

1. Self and Others
2. Education and Career Exploration
3. Our World: Local and Global

THEMES and TOPICS:

1. Self and Others

- **Personal Data**
- **Origins**
- **Physical and Character traits**
- **Beliefs and Values**
- **Preferences**

2. Education and Career Exploration

- **American High Schools**
- **Post-Graduation Plans**
- **Career Directions**

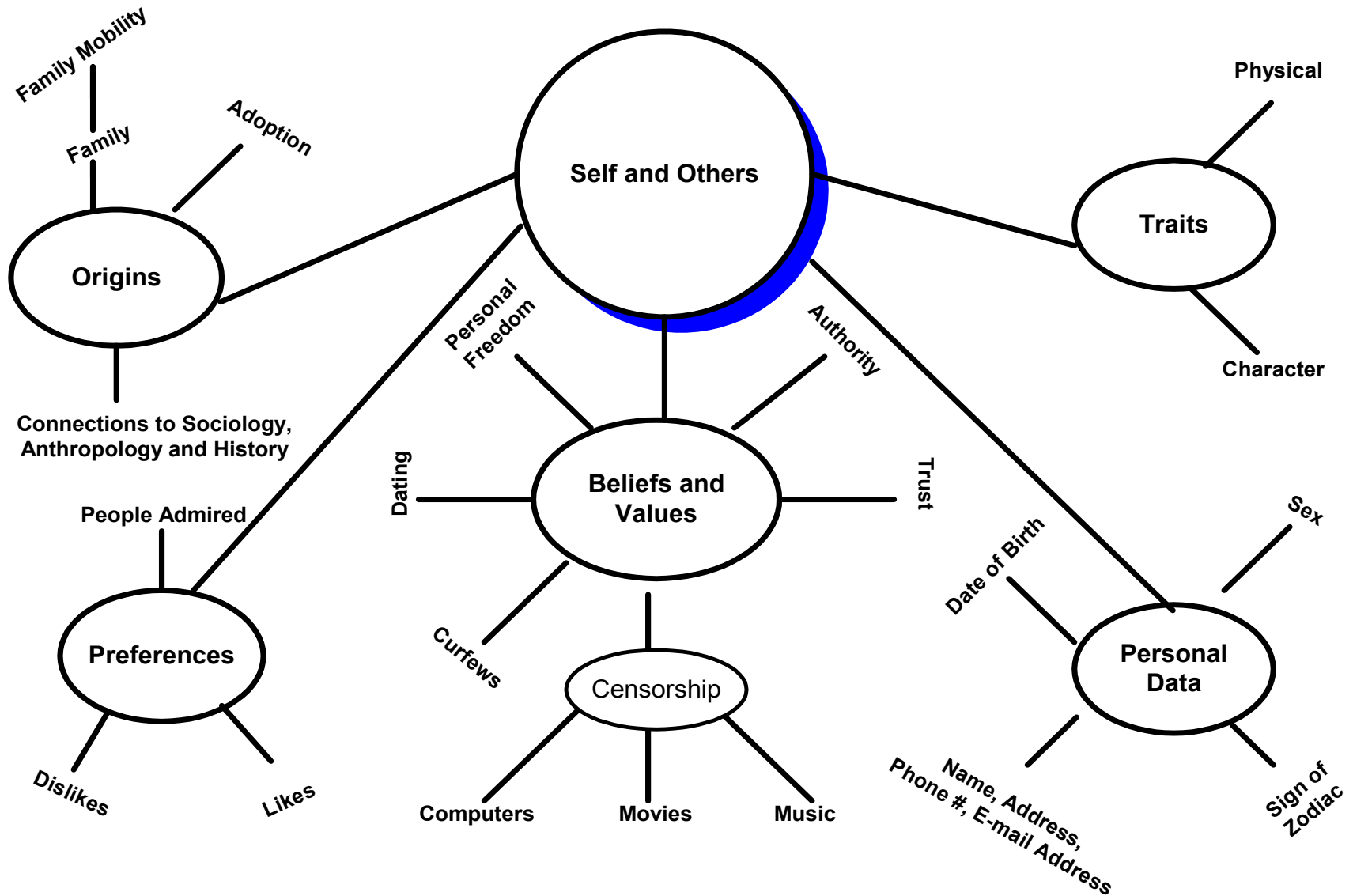
3. Our World: Local and Global

- **Geography and the Environment**
- **Politics and Society and the Economy**
- **Recreational Opportunities**

Suggestions:

- A different theme could be used for each semester or a semester and a half.
- The same themes can be further developed for year 2 or the second part of the Novice curriculum.
- Performance assessments need to be developed to evaluate communicative outcomes.

Thematic Planning Web: Self and Others



Backwards Design Planning Framework

Theme: *Self and Others*

Essential Question(s): What makes me who I am? Am I different from teenagers in the target culture?

New Jersey Standards: 7.1-1, 7.1-2, 7.1-3, 7.1-4, 7.1-5, 7.1-6, 7.1-8, 7.1-9, 7.1-11*
7.2-1, 7.2-2, 7.2-3, 7.2-5, 7.2-7, 7.2-9, 7.2-10*
*Reflect the Novice Learner Range

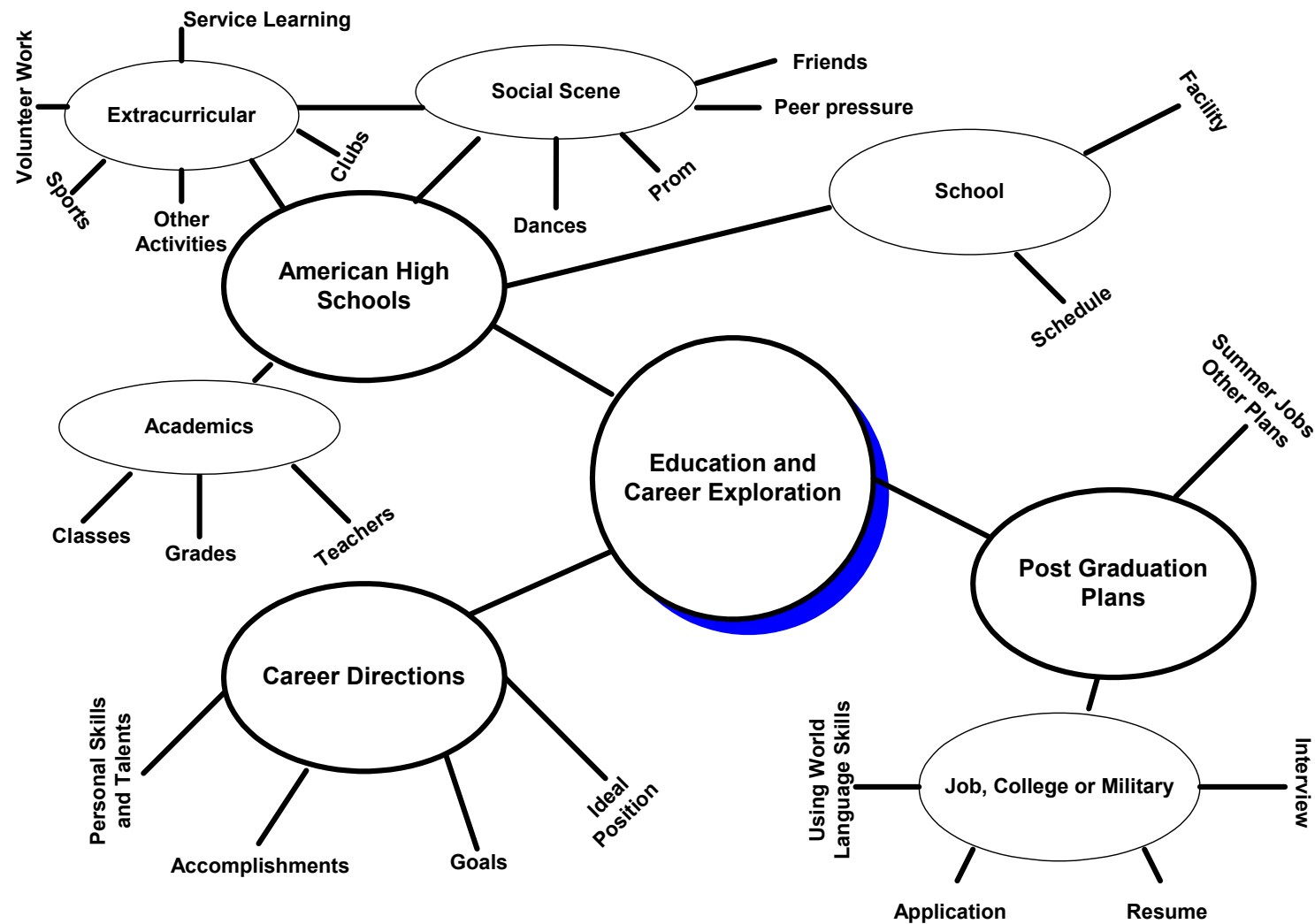
ACTFL Performance Guidelines for K-12 Learners: *Novice Learner Range*

Outcomes: Students will compare and contrast themselves with their peers in the target culture.

Authentic Assessment: A well-known theme park in a target culture country is offering an opportunity to 10 teenagers from New Jersey to work this coming summer in a special park program. The park management will pay for all travel expenses, meals and lodging for eight weeks. In order not to miss this unique opportunity you must do the following:

- ✓ Fill out the application form provided.
(*Interpretive Reading, Presentational Writing*)
- ✓ Assume the role of the narrator in a videotape you have made about yourself. Include personal data, information about your family's origin, a description of your physical and personality traits, a statement of your beliefs and values on relevant topics, and some of your likes and dislikes.
(*Presentational Speaking*)
- ✓ As you will probably be selected as a finalist, choose another student to accompany you. Provide a written description of that person including the same information given about yourself on your videotape.
(*Presentational Writing*)
- ✓ Be prepared to receive a phone call for an on the spot interview from the theme park management.
(*Interpersonal Speaking, Interpretive Listening*)

Thematic Planning Web: Education and Career Exploration



Backwards Design Planning Framework

Theme: *Education and Career Exploration*

Essential Question(s): What is it like to be an American high school student? What opportunities lie ahead after graduation?

Standards: 7.1-2, 7.1-3, 7.1-4, 7.1-5, 7.1-8, 7.1-9, 7.1-11, 7.1-14
7.2-1, 7.2-2, 7.2-3, 7.2-5, 7.2-10
*Reflect the Novice Learner Range

ACTFL Performance Guidelines for K-12 Learners: *Novice Learner Range*

Outcomes: Students will compare and contrast high school experiences and post-graduation opportunities with those in a target culture.

Authentic Assessment:

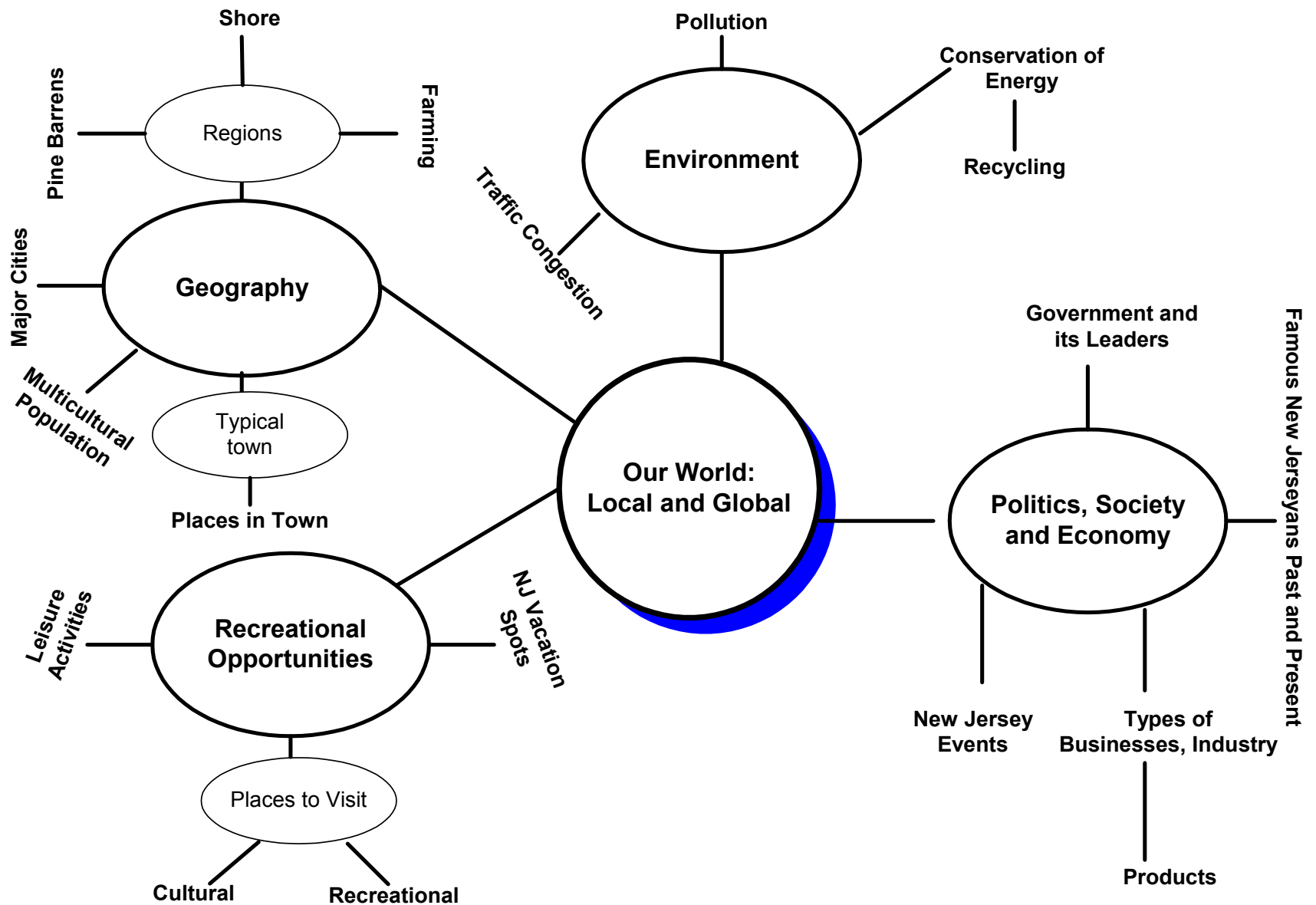
Situation 1: Due to increasing national concerns with issues such as student preparedness for college and the workplace, a well-known national talk show host is coming to New Jersey to find out firsthand what **your** high school is like. Be prepared to:

- ✓ Share the high school time capsule you created with the host, explaining the significance of the various contents. You may need to answer additional questions asked as well.
(*Presentational and Interpersonal Speaking*)
- ✓ Read the attached survey prepared by the host's TV station to determine how well your school has prepared you for future plans. State at least 5 strengths and any weaknesses in the program that will be shared with a national audience.
(*Interpretive Reading, Presentational Writing*)

Situation 2: Your father has just received notice that he is being transferred to a target culture country and has announced that the family must relocate. Since you will be graduating from high school this year, he and your mother have decided to give you the option to either stay in New Jersey with your grandparents or to make the move with the rest of your family. In order to help you make a decision, your father has asked you to consider your future education and career goals.

- ✓ Create a Venn diagram in which you compare and contrast the educational and career opportunities in the United States with those in the target culture country.
(*Presentational Writing*)
- ✓ Using the information in the Venn diagram, make a persuasive oral argument to convince your family that the decision you have made is in your best interest.
(*Interpersonal Speaking*)

Thematic Planning Web: Our World: Local and Global



Backwards Design Planning Framework

Theme: *Our World: Local and Global*

Essential Question(s): What is it like to live in New Jersey? What is it like to live in a target culture country?

New Jersey Standards: 7.1-4, 7.1-5, 7.1-8, 7.1-9, 7.1-11, 7.1-14*
7.2-1, 7.2-2, 7.2-3, 7.2-5, 7.2-7, 7.2-10*
*Reflect the Novice Learner Range

ACTFL Performance Guidelines for K-12 Learners: *Novice Learner Range*

Outcomes: Students will compare and contrast life in New Jersey with life in a target culture country.

Authentic Assessment: The governor has a new initiative to attract foreign business and industry to our state. You have been randomly selected to be part of a group of high school students to assist with this project. You will be asked to attend a special *New Jersey Information Day* to be held in Trenton for foreign business executives and their families. In order to prepare for this event, you will need to:

- ✓ Use information guides found on the Internet in the target language and in English as models to design an information guide about NJ including regional differences, major attractions, places of interest and recreational activities to offer as a courtesy to the foreign business group. Include assimilation guidelines with a list of *Dos and Don'ts* for foreign visitors.
(*Interpretive Reading, Presentational Writing*)
- ✓ Present this information as part of a student panel. Be prepared to answer any questions the audience may ask during this event that will be televised by NJN.
(*Interpretive Listening, Interpersonal Speaking*)

Unit Plan Inventory: Recreational Activities

Theme: Our World Local and Global

Language Functions	Instructional Activities/Assessment	Culture	Content Connections	Vocabulary	Grammatical Structures	Teacher Resources
<ul style="list-style-type: none"> — Exchanging Information • Identifying • Asking for/giving Information • Describing • Narrating personal Knowledge • Inquiring about or expressing opinions • Inquiring about or expressing likes/dislikes preferences • Inquiring about or expressing wishes — Comparing and contrasting — Persuading 	<p><u>Beginning:</u> (Focuses on receptive skills)</p> <ul style="list-style-type: none"> ▪ Listen as your teacher describes a familiar place in New Jersey or in the target culture country. Use a map to assist you in identifying the place described. <p><u>Middle:</u> (Assists students in achieving the final performance goals and focuses on one or several language functions)</p> <ul style="list-style-type: none"> ▪ Using the Internet, research the most popular vacation activities of the target culture. Survey classmates to find out their preferred vacation activities. Explain and depict the results of your inquiries in the form of a chart or graph. <p><u>Final:</u> (Addresses the three modes of communication.)</p> <ul style="list-style-type: none"> • You are entering a contest to lure potential tourists to NJ. Create a 60 second TV infommercial about a place(s), to visit in NJ. • Research, using the Internet, a vacation spot of your choice in the target culture country. Be able to give at least five interesting pieces of information about it in order to persuade your best friend to travel there with you. 	<ul style="list-style-type: none"> — Practices • Soccer fanaticism • Fan conduct at sporting events • Amount of vacation time — Perspectives: • How geography effects vacation options at home in NJ and in the target culture country • Importance of leisure time — Products • Travel souvenirs from the target culture country 	<ul style="list-style-type: none"> — Visual and Performing Arts • Museums • Theaters • Science centers • Parks • Zoos — Mathematics • Estimation of cost of leisure activities and vacations 	<p>Nouns</p> <ul style="list-style-type: none"> — Places • Parks • Theme Parks • Lakes • Beaches • Museums • Theaters • Zoos • Stadiums — <u>Things</u> • (in above places) — Persons • (who work at these places) <p>Actions</p> <ul style="list-style-type: none"> • Swimming • Sailing • Diving • Snorkeling • Scuba Diving • Boating • Fishing • Water-skiing • Parasailing • Camping • Hiking • Biking • Scaling rocks • Climbing • Skiing • Snowboarding • Skating <p>Verbs for above actions</p>	<ul style="list-style-type: none"> — Interrogatives — Verbs of location — Prepositions 	<ul style="list-style-type: none"> • Technology (Internet resources, CD Roms, Videos, etc.) • Authentic Realia • Community members who speak the target language • Heritage language speakers in the class • Key pals • Sister school from the target culture country • Maps • <i>NJ World Languages Curriculum Framework</i> • National Standards document: <i>Standards for Foreign Language Learning in the 21st Century</i> • <i>Languages and Children: Making the Match</i> (Curtain & Pesola, 1994)

Unit Plan Inventory Template

Theme:

Language Functions	Instructional Activities/Assessment	Culture	Content Connections	Vocabulary	Grammatical Structures	Teacher Resources

Appendix

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ACTFL K-12 Performance Guidelines

NOVICE LEARNER RANGE

Performance Descriptors

Grade K-4 or Grade 5-8 or Grade 9-10

COMPREHENSIBILITY: How well are they understood?

Interpersonal

- Rely primarily on memorized phrases and short sentences during highly predictable interactions on very familiar topics;
- Are understood primarily by those very accustomed to interacting with language learners;
- Imitate modeled words and phrases using intonation and pronunciation similar to that of the model;
- May show evidence of false starts, prolonged and unexpectedly-placed pauses, and recourse to their native language as topics expand beyond the scope of immediate needs;
- Are able to meet limited practical writing needs, such as short messages and notes, by recombining learned vocabulary and structures to form simple sentences on very familiar topics.

Presentational

- Use short, memorized phrases and sentences in oral and written presentations;
- Are understood primarily by those who are very accustomed to interacting with language learners;
- Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics;
- May show evidence of false starts, prolonged and unexpectedly-placed pauses, and recourse to their native language as topics expand beyond the scope of immediate needs;
- Show abilities in writing by reproducing familiar material
- Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.

COMPREHENSION: How well do they understand?

Interpersonal

- Comprehend general information and vocabulary when the communication partner uses objects, visuals and gestures in speaking or writing;
- Generally need contextual clues, redundancy, paraphrase or restatement in order to understand the message.

Interpretive

- Understand short, simple conversations and narratives (live or recorded material), within highly predictable and familiar contexts;
- Rely on personal background experience to assist in comprehension;
- Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts;
- Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context;
- Determine meaning by recognition of cognates, prefixes and thematic vocabulary.

LANGUAGE CONTROL: How accurate is their language?**Interpersonal**

- Comprehend messages that include predominantly familiar grammatical structures
- Are most accurate when communicating about very familiar topics using memorized oral and written phrases;
- Exhibit decreased accuracy when attempting to create with the language;
- Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own;
- May exhibit frequent errors in capitalization and/or punctuation when target language differs from native language in these areas.

Interpretive

- Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts;
- Sometimes recognize previously learned structures when presented in new contexts.

Presentational

- Demonstrate some accuracy in oral and written presentations when reproducing memorized words, phrases and sentences in the target language;
- Formulate oral and written presentations using a limited range of simple phrases and expressions based on very familiar topics;
- Show inaccuracies and/or interference from the native language when attempting to communicate information which goes beyond the memorized or pre-fabricated;
- May exhibit frequent errors in capitalization and/or punctuation and/or production of characters when the writing system of the target language differs from the native language.

VOCABULARY USE: How extensive and applicable is their vocabulary?**Interpersonal**

- Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics;
- Use words and phrases primarily as lexical items without awareness of grammatical structure;
- Recognize and use vocabulary from a variety of topics including those related to other curricular areas;

- May often rely on words and phrases from their native language when attempting to communicate beyond the word and/or gesture level.

Interpretive

- Recognize a variety of vocabulary words and expressions related to familiar topics embedded within relevant curricular areas;
- Demonstrate increased comprehension of vocabulary in spoken passages when these are enhanced by pantomime, props and/or visuals;
- Demonstrate increased comprehension of written passages when accompanied by illustrations and other contextual clues.

Presentational

- Use a limited number of words and phrases for common objects and actions in familiar categories;
- Supplement their basic vocabulary with expressions acquired from sources such as the teacher or picture dictionaries;
- Rely on native language words and phrases when expressing personal meaning in less familiar categories.

CULTURAL AWARENESS: How is their cultural understanding reflected in their communication?

Interpersonal

- Imitate culturally appropriate vocabulary and idiomatic expressions;
- Use gestures and body language that are generally those of the student's own culture, unless they are incorporated into memorized responses.

Interpretive

- Understand both oral and written language that reflects a cultural background similar to their own;
- Predict a story line or event when it reflects a cultural background similar to their own.

Presentational

- Imitate the use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors modeled by the teacher.

LANGUAGE CONTROL: How accurate is their language?

Interpersonal

- Comprehend messages that include predominantly familiar grammatical structures;
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Description of a Framework for Curriculum Development

Adapted from Carol Ann Pesola Dahlberg, Concordia College, Moorhead, MN

This framework is designed to guide decisions encountered in curriculum development. It is an effort to capture a dynamic relationship among elements that are in constant and continuously changing interaction with one another. Each of these elements is addressed below:

Learner Characteristics

The characteristics of the learner guide and constrain all curriculum decisions.

Thematic Center

This framework for curriculum establishes the **thematic center** as the starting point for curriculum development. Choice of a thematic center is based on interests of the students and the teacher, relationship to the goals of the general curriculum, potential for integration with the culture of the language being taught, and potential for the application and development of appropriate and useful language functions. The curriculum for a school year consists of several thematic centers, each related to the others by systematic reinforcement of the unit just completed, and by careful preparation for and transition to the units that follow. Language functions and basic vocabulary are encountered and reinforced from unit to unit, due to the spiral character of the curriculum.

Curriculum Components

Three major groups of outcomes give substance to the thematic unit:

- **Functional language outcomes, or outcomes for language in use**

This is the language necessary for dealing appropriately with the theme.

- **Subject content outcomes**

This is the reinforcement and extension of concepts and goals from the general curriculum

- **Culture outcomes**

These reflect experiences with patterns of thinking and behavior that are distinctively representative of communities in which the target language is used.

Making choices in these three areas and maintaining a balance among them is the fundamental work of curriculum development.

Each of these three categories for decision-making overlap with the others in significant and sometimes problematic ways. For example, at the intersection of functional language and culture the close relationship between language and culture is evident. This relationship is so deeply and tightly established that it is sometimes difficult to separate language and culture in instruction. Such a close relationship can lead to the inappropriate assumption that whenever the language is being used, the culture is inevitably being taught. This assumption has, at times, resulted in a failure to identify specific cultural outcomes and content for language curriculum. This framework represents visually the idea that even though there may be significant overlap between two of these areas, each of them also plays a distinctive and valuable role in instruction that must be planned for separately and carefully.

Once the content and outcomes for the thematic unit have been selected, the next tier of decisions can be made. These decisions relate to the **vocabulary**, both receptive and expressive, necessary for interacting with the content of the unit; the **grammatical structures** necessary for dealing appropriately with the unit; the **materials** and **activities** that will be used to advance the development of the unit; the **classroom setting** in which the teaching and learning will take place, and the **evaluation** strategies that will be used for assessing the outcomes. **Assessment** is understood in this framework to be performance-based, serving as a tool for reporting each child's development and progress. The teaching of **grammatical structures** is understood to take place through usage and practice, rather than through analysis and drill.

Process of Curriculum Development

Adapted from Carol Ann Pesola Dahlberg and Helena Curtain

The following steps are recommended in the use of the *Framework for Curriculum Development*. All decisions must take into account the characteristics of the teacher and of the learner at every point.

1. Identify sources of outcomes:

- *Standards*, local and state curriculum guides/frameworks
- Lists of language functions (language in use)
- Culture framework: symbols, products, practices, and perspectives
- Curriculum guides from other content areas

2. Choose a thematic center/unit focus.

Consider a curriculum concept, a book, poem, or story, a school or grade topic of emphasis, piece of art or music...

3. Brainstorm/develop a web of potential outcomes, and content and activities for the theme.

4. Evaluate and add to the web to insure the presence of:

- Unit focus
- Culture content related to outcomes
- Subject content related to outcomes
- Functional language related to outcomes (language in use)
- Opportunities for general student growth
- Accommodation for:
 - Multiple intelligences
 - Learning styles
 - Thinking skills
- Feasibility of activities: classroom setting, materials, time
- Potential for storytelling and “story form”—activities with strong beginning, middle and end

5. Choose outcomes and possible assessments for the theme:

- a. Language-in-use outcomes
- b. Culture outcomes
- c. Subject content outcomes
- d. Broad unit outcomes
- e. Targeted standards(s) and indicators

6. Select content for unit from web and lay out on unit plan inventory.

7. Evaluate unit plan inventory as in step 4.

8. Identify activities that are appropriate for beginning, middle and end of unit; sequence unit lessons and content. Insure that the unit has direction, momentum, and satisfying closure at the end (story form).

9. **Refine unit outcomes and assessments. Identify targeted standard(s) and indicators.**
10. **Write lesson plans, including day-to-day ongoing assessments.**
11. **Teach the unit.**
12. **Assess student reaction and reflect on success of unit.**

<p align="center">Communicative Functions, Notions, Topics, and Contexts Australian Language Levels</p>
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Communicative functions/Language in Use
(involving both initiating and reacting)

Socializing

using different modes of address
inquiring about health
greeting
introducing
thanking

Exchanging information

identifying
asking for/giving information
describing
narrating personal experiences
inquiring about or expressing knowledge
inquiring about or expressing opinions
asking for/giving permission
stating necessity and need
inquiring about or expressing likes/dislikes/preferences
inquiring about or expressing wishes

Getting things done

requesting
suggesting
making arrangements
reacting to offers, requests, suggestions
invitations
inviting
instructing

Expressing attitudes

Expressing admiration
expressing approval/disapproval
expressing interest/disinterest
expressing friendship
expressing regret
expressing apology
expressing need

Notions

Categories

people
places
things
actions/events
qualities
presence/absence

Time

clock time
points in time
present time
past time
beforehand/afterwards/at the
same time

Space

location
distance

Quantity

numbers
expressions of amount
expressions of degree

Characteristics

physical appearance
colors
sounds
taste
smell
age

Evaluation

price
evaluating things seen, heard, done, eaten,
etc.

Organizing/maintaining communication

attracting attention
expressing lack of comprehension
asking for repetition or rephrasing
asking how to say or explain something in the target language
asking how to spell something mentioned

truth/falsehood
correctness/incorrectness

Relationships between units of meaning

comparison
possession
negation

Suggested /roles/relationships

home
local area
self as learner in class with teachers and other learners
self to friend (peer/adult)
self to stranger

Source: Adapted from: Australian Language Levels Guidelines, Book 2: Syllabus Development and Programming. Woden, A.C.T.: Curriculum Development Centre, 1988, page 69.

Elements of Surface culture/Deep Culture

Surface Culture : FOOD HOLIDAYS ARTS FOLKLORE HISTORY PERSONALITIES	Food and culinary contributions Patriotic holidays, religious observances, and personal rites and celebrations Traditional and contemporary music, visual and performing arts, and drama Folk tales, legends, and oral history Historical and humanitarian contributions and social and political movements Historical, contemporary, and local figures
Deep Culture: CEREMONY COURTSHIP & MARRIAGE ESTHETICS ETHICS FAMILY TIES HEALTH & MEDICINE FOLK MYTHS GESTURES & KINESTHETIC GROOMING & PRESENCE OWNERSHIP PRECEDENCE REWARDS & PRIVILEGE RIGHTS & DUTIES RELIGION SEX ROLES SPACE & PROXEMICS SUBSISTENCE TABOOS CONCEPTS OF TIME VALUES	What a person is to say and do on particular occasions Attitudes toward dating, marriage and raising a family The beautiful things of culture: literature, music, dance, art, architecture, and how they are enjoyed How a person learns and practices honesty, fair play, principles, moral thought, etc How a person feels towards his or her family friends How a person reacts to sickness, death, soundness of mind and body, medicine, etc. Attitudes towards heroes, traditional stories, legendary characters, superstitions, etc. Forms of nonverbal communication of reinforced speech, such as the use of the eyes, the hands and the body The cultural differences in personal behavior and appearance, such as laughter, smile, voice quality, gait, poise, hairstyle, cosmetics, dress, etc. Attitudes toward ownership of property, individual right, loyalties, beliefs, etc What are accepted manners toward older persons, peers, younger persons Attitudes toward motivation, merit, achievement, service, social position, etc Attitudes toward personal obligations, voting, taxes, military service, legal rights, personal demands, etc. Attitudes toward the divine and the supernatural and how they affect a person's thought and actions How a person views, understands, and relates to members of the opposite sex and what deviations are allowed and expected Attitudes toward self and land, the accepted distances between individuals within a culture Attitudes about providing for oneself, the young, and the old, and who protects whom Attitudes and beliefs about doing things against culturally accepted patterns Attitudes toward being early, on time, or late Attitudes toward freedom, education, cleanliness, cruelty, crime, etc.

From: Gonzalez, Frank. Mexican American Culture in the Bilingual Education Classroom. Unpublished doctoral dissertation, The University of Texas at Austin, 1978

From Input to Output

Strategies That Support Language **Input** And Listening Comprehension

1. Making the language comprehensible.

The teacher helps the student understand the target language through use of gestures, visuals, and concrete examples, and through the routines and rituals of the lesson and the school day. Especially, with entry-level students, it is important that teachers use their language skills, as well as concrete objects, to illustrate meaning.

Nonverbal cues: Supporting verbal explanations with non verbal cues:

- gestures/facial expressions
- props, realia, manipulatives, concrete materials
- visuals, graphs, pictures, maps
- demonstrating, or “acting out” the meaning of words

Language Modifications

- controlled, standardized vocabulary
- speaking clearly
- defining words in a meaningful context
- possible slower rate

- caregiver speech
- paraphrasing in simple terms when using more complex expressions

Teaching vocabulary

- using realia or visuals with words
- giving antonyms
- providing synonyms
- placing new words on a continuum
- using words in context
- suggesting logical relationships

Maintaining a physical classroom environment to support the target language

- posting class schedule
- posting objectives

- posting class rules
- labeling room and classroom objects
- labeling school
- posting school lunch menu
- developing hallway displays

Designing appropriate lessons:

- explaining purpose of activity
- preparing students for lesson (teaching vocabulary, building on background knowledge.)
- helping students develop learning strategies
- adjusting the lesson if necessary

2. Monitoring comprehension

Teachers constantly monitor student comprehensions through interactive means such as:

- Checking comprehension with nonverbal responses (nodding of heads, raising hands, signaling, actions, drawing)
- Personalizing questions
- Repeating, if necessary, reviewing main ideas and key vocabulary
- Providing many ways for students to practice what they are learning: orally, in writing, using pictures and using actions

- Using a variety of questioning types
- Asking students to apply the concept being taught
- Assessing mastery of learning objectives in different ways

3. Using methodology that allows ample opportunities for input

The Natural Approach

In this approach (Krashen and Terrell, 1983), students learn new vocabulary through experiences and associations with the words in a meaningful context. Lessons are focused on communicating. Extended listening experiences include Total Physical Response (TPR), use of vivid pictures to illustrate concepts, and active involvement of the students through physical contact with the pictures and objects being discussed—by means of choice—making, yes-no questions, and game situations. Two tenets of this approach are that comprehension precedes production and that production emerges. This means that students should be provided with a great amount of time for listening and that speech will follow naturally after students have had enough listening time. Speech proceeds from single words to phrases to sentences.

In this approach every effort is made to avoid anxiety on the part of the students. In the beginning stages there are no restrictions placed on speaking their first language. Students are asked to volunteer responses.

The Natural Approach outlines a useful sequencing of teacher questions which moves students from a listening mode to a speaking mode; the first level (except for the use of “yes” and “no”) gives a demonstration of listening comprehension only, while the last three levels move the students into speaking (Curtain and Pesola, 1994).

Steps in the *Natural Approach* Questioning Technique

- | | |
|--|--|
| 1. Students respond with <i>names</i> (Information associated with class members.) | 3. Either-or questions
“Does Maria have the scissors or the ruler?” |
| 2. Yes-No questions
“Does Maria have the scissors?” | 4. What, when, where, who questions
“What does Maria have?” |

Total Physical Response (TPR)

In this approach developed by James Asher (1995) students respond with physical activity to increasingly complex teacher commands. Students are not expected to respond orally until they feel ready. Early oral responses often involve role-reversal in which the student takes on the role of the teacher and gives commands to others in the class. An important aspect of the strategy is the creation of novel commands, to encourage creative and careful listening, and the combination of commands, to encourage performance of sequential actions.

- Teacher uses commands, students respond with actions, not words. Students respond by using the whole body, through manipulating concrete objects and through using pictures.

- New concepts are taught through the body.
- There is sufficient repetition to provide ample listening opportunity before expecting students to respond with action.
- The order of commands is changed to increase interest.
- After introduction, commands are recombined to create novelty, unpredictability.
- Commands increase in length and complexity, calling for a series actions as soon as possible.
- All activities take place in the target language.
- Students are neither required nor taught to speak.
- Speech should not be forced since students naturally reach a readiness phase where speech becomes spontaneous (Asher, 1995).
- Speaking emerges when students have had enough listening experience, usually in the form of role reversal.

Introducing Techniques (Garcia, 1995)

1. Give the command and model the behavior.
2. Give the command and give obvious clues to the meaning of the command.
3. Student chooses between two items; already knows one, is asked to choose the other.
4. Student is asked to choose among 3 items; already knows one, guesses again if wrong.

Useful vocabulary for beginning TPR

Verbs

stand up
sit down
lift/raise (hand, etc.)
lower
point to
lay/place
take care, jump
turn around
clap
open
shut
wave

draw
write

Adjectives/Adverbs

fast
slow
_____ times
(to the)
left
right
front
back
high
low

backwards
forwards
side-ways
above/over
below/under
in
on
next to

Nouns

body parts
classroom objects
parts of the room
colors
numbers

Descriptions and Demonstrations

The teacher describes an object or a picture, preferably brightly colored, that has high interest and vivid action and/or cultural value, constantly using gestures and elements from the object or the picture to make the meaning clear. Listening comprehension is checked through procedures described above. In a demonstration, the teacher gives instructions on how to complete a task (such as folding a piece of paper) making heavy use of props, pictures, pantomime, and other visual aides to comprehension. There should be frequent rephrasing during the presentation—just as it might occur in real conversations—and regular comprehension checks throughout (Curtain and Pesola, 1994).

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From Input to Output

Strategies For Language **Output** and Extending Language Use

1. **Creating a target language environment.**
2. **Teaching functional chunks of language (Prefabricated language)**
 - a.) **Games, songs, rhymes, chants/raps, poems, stories, role playing, dialogs**
 - b.) **Teaching strategies for conversational management**
Teaching classroom survival expressions

Sample Strategies for Conversational Management

I'd like to know...	I don't understand why...	Also...
I'm interested in ...	Why...?	In addition...
Would you tell me...?	How come...?	That's why...
Do you know...?	Could you repeat it please?	That's the reason why...
Could you find out...?	Please say that again.	Do you understand?
What is...?	What?	Is that clear?
Could I ask (May I ask)...?	Would you mind repeating	That's right.
What?	that?	Correct.
Did you say?	Would you spell that, please?	Right.
Help!	What did you say?	Okay.
I don't understand...	Excuse me.	Yes.
Sorry,	Sorry...	Exactly!
	Well,	
	And besides...	

c.) **Passwords and Language Ladders**

"Password" and language ladders are examples of ways to teach functional chunks of language. Passwords are phrases that are necessary for students to use in the normal course of day-to-day school life. One such phrase is taught each day, with a clear indication of the need it will resolve for the students, and then the phrase is posted on the bulletin board. In order to leave the room or to participate in some activity—each student must be able to say the passwords. Motivation to learn these chunks of language can be high, depending on what other activity they are connected with. While much other language is acquired through experience surrounded by language, these high-frequency items are directly taught and practiced (Adapted from Constance K. Knop, University of Wisconsin, Madison). Language ladders are phrases that are linked together in a meaningful ways to say hello or good-by, or different ways to express approval.

Sample Passwords

May I go to the bathroom?	I speak...	What are we having to eat?
May I have a drink of water?	My teacher's name is_____.	How long is it before lunch?
May I go to the office?	Close the door.	I don't feel well.
Can you help me?	Please pull down the shade.	My head hurts.
Give me...	May I borrow that?	I was absent yesterday.
Show me...	That is mine. (That belongs	I don't know how to say that
I am almost finished.	to me.)	_____ is absent today.
May I get my coat?	Don't look at my paper.	What time is it?
I need paper.	I'll share that with you.	I finished my homework.
I lost my pencil.	My bus was late.	May I have a tissue?
I can't find my eraser.	It is time to go home?	May I...?
I'll help you.	Is my bus here?	
That is very nice of you.	Sit down next to me.	
Hello. How are you?	He was sitting in my place.	
Do you speak?		

Sample Language Ladders

Saying Good-bye	Saying That's Good	Talking about Weather
Good-bye	Good!	It's cold, hot
So long	Wonderful!	It's cool
See you later	Excellent!	It's windy
Bye	Great!	It's cloudy
	Very Good!	It's sunny

d.) Gouin Series

With this strategy, the teacher prepares a series of six to eight short statements describing a logical sequence of actions which takes place in a specific context—getting up in the morning, cooking a meal, using the computer, making a phone call. The teacher:

- Teaches functional chunks (prefabricated chunks of language) that the students memorize at first and later use in other situations;
- Links language to action and visuals leading to improved comprehension; and
- Teaches verbal and physical behavior—useful for teaching cultural behaviors.

Language is easy to recall because it has multiple meaning reinforcers:

- physical actions
- appeals to several senses
- has a beginning, middle and end to a story
- logical sequences
- visuals and props

3. Using cooperative learning and partner tasks

Interactive language tasks incorporate the benefits of cooperative learning and are an excellent vehicle to help students communicate in the second language. When students work cooperatively in pairs or in small groups their opportunities for language use are multiplied. "Information gap" activities in which one partner or member of the group has information that the other partner does not have provides a context for meaningful communication. Goals of social development can be reinforced through cooperative group work in the foreign language class, as students are placed in a position where they have need and motivation to communicate with one another.

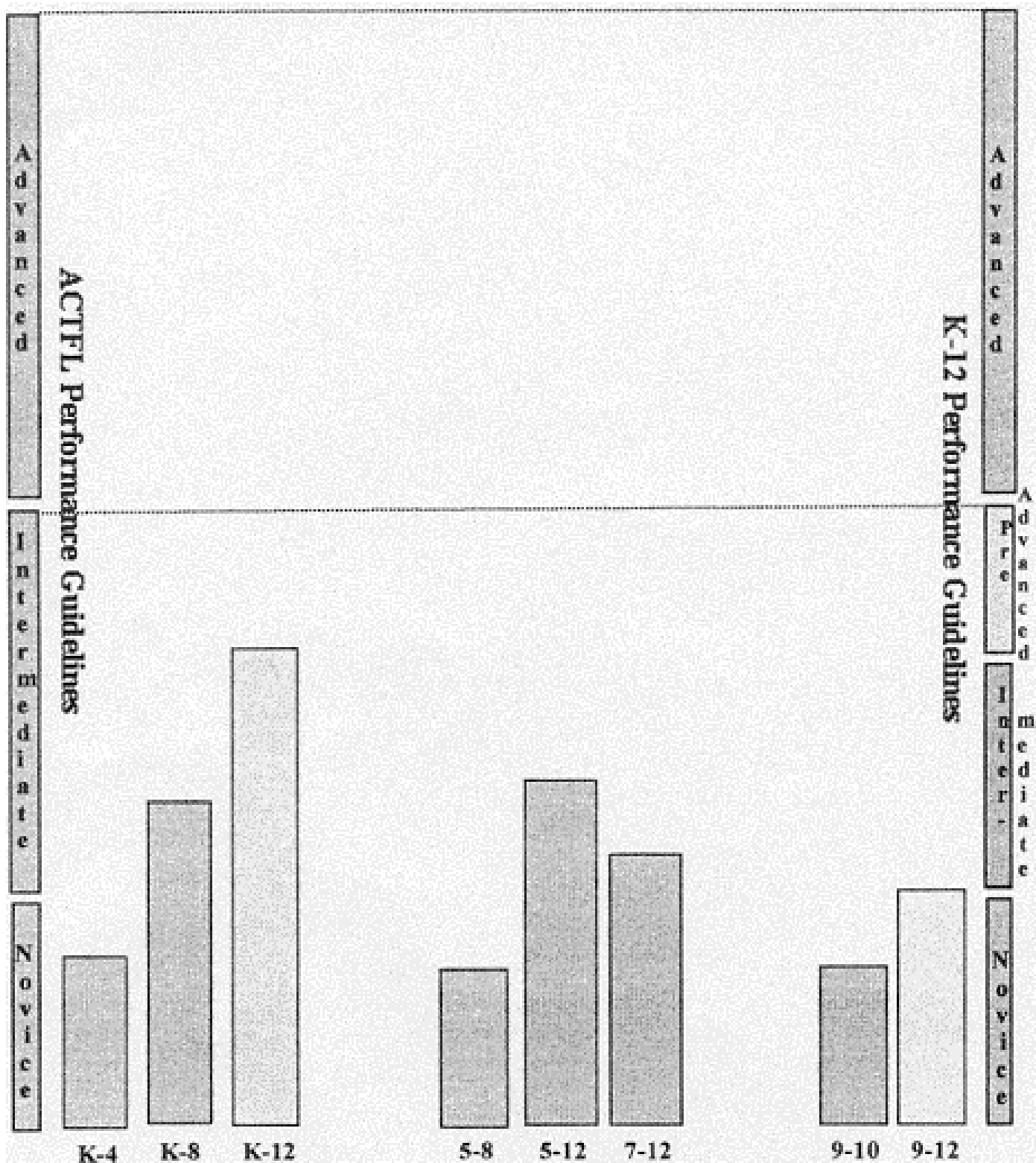
Benefits of Interactive Language Tasks

- Opportunities for language use
- Natural two-way practice
- Ratio of teacher/student talk
- Percentage of time in real communication activities
- Safe environment
- Variety in class routine and activities
- More on-task behavior
- Positive interdependence

Types of Interactive Tasks

- Interviewing/surveying
- Finding differences/similarities
- Following/giving directions
- Arranging things
- Finding/giving information
- Arranging things
- Identifying objects or persons
- Solving problems
- Cooperative puzzles;crosswords
- Games

**Visual Representation of Anticipated performance Outcomes
As Described in the
*ACTFL Performance Guidelines for K-12 Learners (1998)***



Descriptors are based on information gathered from foreign language professionals representing a variety of program models and articulation sequences. Descriptors are appropriate for languages most commonly taught in the U.S. Descriptors assume a sustained sequence of standards-based, performance-outcome language instruction (ACTFL, 1998).

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